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ABSTRACT

This report presents data from the West Chester University segment of a 16-year longitudinal study of female faculty in the state system and its 14 universities. The study is designed to address the following questions: What are the numbers and distribution among professional ranks of female faculty prior to the State System's 1988 affirmative action plan? Have the number and percentage of female faculty remained constant? Are female faculty represented equitably at each professional rank? The information permits comparisons in the following areas: (1) the numbers and percentages of full-time faculty by sex as related to the numbers and percentages for West Chester alone, the State System as a whole, and similar Category II-A and II-B public universities; (2) the distribution of full-time faculty among professional ranks by sex as related to the numbers and percentages for West Chester, the State System, and similar Category II-A and II-B public universities; (3) the numbers and percentages of full-time faculty at each professorial rank by sex as related to the numbers and percentages for West Chester, the State System, and similar Category II-A and II-B; (4) student full-time equivalent enrollment (FTE) by enrollment status and sex for West Chester and the State System; and (5) ratios of full-time total faculty to undergraduate student FTE enrollment by sex for West Chester and the State System. An appendix contains a summary of a sex discrimination complaint. Contains 26 references. (GLR)

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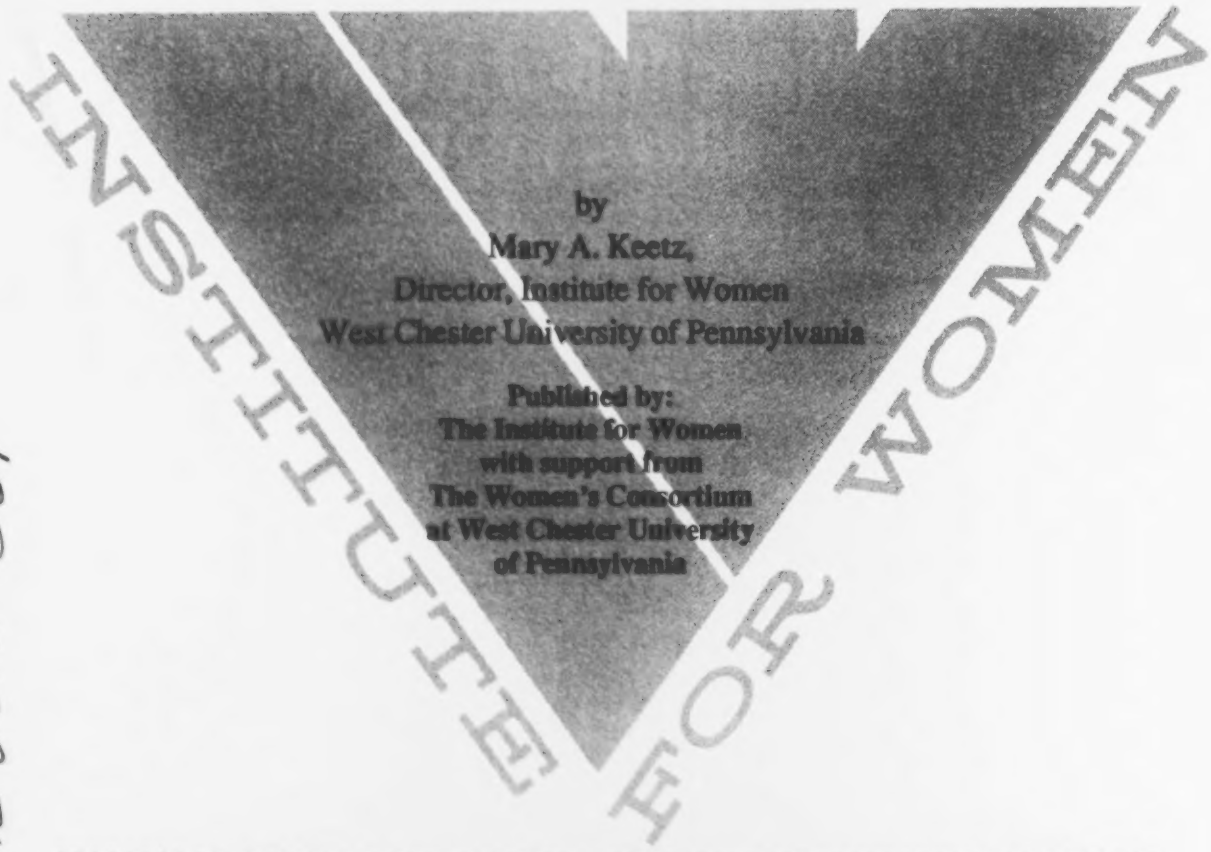

by
Mary A. Keetz,
Director, Institute for Women
West Chester University of Pennsylvania

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For Women at
West Chester University
of Pennsylvania

When the unreal is taken for the real, then
the real becomes unreal;
When non-existence is taken for existence, then
existence becomes non-existence

--***Dreams of the Red Chamber*** by Tsao Hsueh-chin,
Translated from the Chinese by Chi-Chen Wang

FOREWORD

During the past 10 years, the Institute for Women has released a number of reports on the status of female faculty in Pennsylvania's State System of Higher Education (State System) and at West Chester University of Pennsylvania (West Chester). This report is a detailed analysis and discussion of the West Chester segment of the author's 16-year longitudinal study of female faculty in the State System and its 14 universities (Keetz, 1991). The 16-year study and this report are unique in that they are the first by any group or individual within the State System to address the issue of female faculty's equitable representation in the State System and at West Chester since 1974-75. These data will serve as a basis for determining the extent to which women have been present during the past 16 years and equitably represented on the faculty at West Chester.

A lengthy study such as this could not have been completed without the support of a number of individuals and offices. My appreciation is extended to the Department of Data Services, Pennsylvania Department of Education, for its cooperation in supplying most of the information on which the study is based; John P. Jacobsen, Data and Information Manager, Office of the Chancellor, State System of Higher Education, for providing the Central Management Information Center faculty information for 1986-87; and Maryse Eymonerie Associates for supplying the summary statistics for Category II-A and II-B public universities.

My sincere appreciation also is extended to the individuals at West Chester -- Thomas Egan, Director, Management Information Systems, for his critical evaluation and suggestions; George Ricciardi, Training Specialist, Academic Computer Center, for his assistance with the tables and figures; Alice Conway, Clerical Supervisor, Center for Academic Excellence, for her untiring secretarial support; and Jane Smyth, Graphic Artist, and Jacquelyn Carter, Composition Typist, Graphics and Printing, for their aid in preparing the text for printing.

Warm and sincere words of thanks go to those who are deeply and personally linked to the research and my work as Director of the Institute for Women: Eugene Kray, Dean, and Rhoda Todd, Associate Dean, University College; Elizabeth Logan, Assistant to the Provost; and Jane Swan, Professor of History.

I also wish to thank Elizabeth Giangiulio, Director, Career Development Center; Joseph Hall, Professor of Education; and William Morehouse, Chair, Department of Theatre Arts, for their insightful reviews of the various drafts of the text. Their efforts have been invaluable in my goal of creating an accurate and informative historical study.

Mary A. Keetz, *Director*
Institute for Women
15 January 1992

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Carolyn Keefe, Ruth B. Petkofsky, Nona E. Chern, and Mary Crawford, *Claimants*

V.

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Docket Nos. E-30929 through E-30936.
Philadelphia: Pennsylvania Human Relations Commission, 1984.

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I. PURPOSE

The purpose of this study is to establish an information base from 1974-75 through 1989-90 on full-time faculty at West Chester. The information will permit longitudinal comparisons to be made about the following:

(1) the numbers and percentages of full-time faculty by sex as related to the numbers and percentages for West Chester, the State System, and similar Category II-A and II-B public universities,

(2) the distribution of full-time faculty among professorial ranks by sex as related to the numbers and percentages for West Chester, the State System, and similar Category II-A and II-B public universities,

(3) the numbers and percentages of full-time faculty at each professorial rank by sex as related to the numbers and percentages for West Chester, the State System, and similar Category II-A and II-B public universities,

(4) student FTE enrollment by enrollment status and sex for West Chester and the State System, and

(5) ratios of full-time total faculty to undergraduate student FTE enrollment by sex for West Chester and the State System.

These comparisons will indicate the extent to which the number, percentage, and distribution among professorial ranks of West Chester female faculty have increased or decreased over a period of time and are representative of female faculty in the State System and at similar Category II-A and II-B public universities. The analyses will also show the degree to which student enrollment and ratios of undergraduate student FTE enrollment to full-time total faculty by sex have fluctuated since 1974-75.

II. HISTORICAL PERSPECTIVE

Women were formally recognized as an equity group on April 19, 1988 when the State System of Higher Education Board of Governors approved the "*Affirmative Action and Equal Opportunity Plan: A Prospectus (Prospectus).*" Each State System was charged to use the *Prospectus* as a guide in developing its affirmative action plan for the following groups: Blacks (Whites at Cheyney University), Hispanics, Asians/Pacific Islanders, Native Americans, Women, Vietnam Veterans, and the Disabled. The 14 plans were then to comprise the State System's Affirmative Action Plan for the academic years 1988-89 through 1992-93.

No explanation or documentation was given to explain the inclusion of women with the other equity groups in the *Prospectus*. Rather, the *Prospectus* suggested that the numbers of female faculty were inadequate and their professional advancement was limited. The *Prospectus*' three-page chapter, "*The State System Committment to Women in Higher Education*," recommended that the American Council on Education Commission on Women in Higher Education's 15 guidelines should be adopted by the State System "*as standards against which to develop policy and procedures*" (p. 37). The second of the 15 guidelines stated: "*Identify and correct inequities that may exist in hiring, promotion, tenure, and salary of women faculty, administrators, and staff*" (p. 38).

In response to the *Prospectus*' charge, West Chester developed an *Interim Affirmative Action Plan 1988-89* (*Interim Plan*, 1988). *The Interim Plan* (1988) considered gender imbalance in academic programs and found that gender imbalance at the University was much greater in programs that were traditionally female (zero to seven percent of the majors in Communicative Disorders, Early Childhood Education, Elementary Education, Nursing, Social Work, and Special Education were male) than in programs that were traditionally male during the Fall 1988 semester. The percentages of female majors in Business and the Sciences (with the exception of Physics) were nearing the percentages of male majors

during the same time period (*Interim Plan, 1988*, pp. 25-26). The *Interim Plan* concluded that "*efforts to achieve gender balance in enrollment is a less crucial concern for women than other areas" (1988, p. 26).*

As to the recruitment and retention of equity group personnel, the *Interim Plan* (1988) employed the "eight-factor work-force analysis" methodology as the *Prospectus*' (1988) guidelines recommended. "*The methodology compares the composition of the University's work force with the availability of minorities and women with requisite job skills, both within the institution and in the immediate regional or national, workforce" (Interim Plan*, 1988, p. 19). On the basis of the results of the "eight-factor work-force analysis" and West Chester's *Strategic Plan 1986-1991* (1986), the *Interim Plan* (1988, p. 20) committed the University to a minimum hiring goal of three professional/faculty women for the 1988-89 hiring period.

The one-year *Interim Plan* (1988) then became the basis for the development of the University's long range affirmative action/equal opportunity goals and objectives for the subsequent West Chester University Affirmative Action Plan 1989-90 through 1992-93 (*Four-year Plan*). The *Four-year Plan* (1989) noted, as in the *Interim Plan*(1988), that "*efforts to achieve gender balance in enrollment is a less crucial concern for women than other areas.*" (p. 38) However, the *Four-year Plan* cited two significant areas of concern related to gender imbalance in academic programs: a) the availability of same-sex mentors and role models, and b) a truly co-educational curriculum. The *Four- year Plan* stated: "*A number of departments have few or no women faculty to meet these needs [available same-sex mentors and role models] for the increasing numbers of women students entering the traditionally male programs.*" (1989, p. 38) The *Four-year Plan* recommended that "*such departments will be encouraged to fill vacancies with qualified women" (1989, p. 38).*

As to the recruitment and retention of equity group personnel, the *Four-year Plan* (1989) continued to employ the "eight-factor work-force analysis" utilized in the *Interim Plan* (1988) but also considered the University's five-year retirement/resignation projections and national data reported by the Americna Council on Education concerning minorities in higher education. The *Four-year Plan* (1989, p. 27) established a minimum hiring goal of 26 female professional/faculty, a target of 33 percent female faculty, and a minimum representation goal of 30 percent female professional/faculty by Fall, 1992. The *Four-year Plan* further stated: "*A number of departments have few or no women faculty to meet these needs [available same-sex mentors and role models] for the increasing number of women students entering the traditionally male programs. Such departments will be encouraged to fill vacancies with qualified women.*" (p. 38)

Both Affirmative Action plans discussed implementation and monitoring as well. The Affirmative Action Director has been assigned "overall responsibility" for ensuring that West Chester's Plan is carried out and listed individuals, predominatly administrators, with primary responsibility for effecting the *Plan* (*Interim Plan*, 1988, pp. 36-39; *Four-year Plan*, 1989, p. 56). Additionally, the University Forum's Executive Committee, President's Staff, Dean's Council, Human Relations Committee, and Affirmative Action Committee were designated to assist in overseeing and effecting the *Plan* (*Interim Plan*, 1988, p. 39; *Four-year Plan*, 1989, p. 57). The *Four-year Plan* (1989) discussed the Commission on the Status of Women (Commission); whereas, the *Interim Plan* (1988) discussed the Task Force on the Status of Women. The *Four-year Plan* stated:

> *The Commission will: 1) explore conditions and attitudes within the West Chester University community relating to the mobility and functional equality of women and 2) recommend and monitor changes. It will be primarily responsible for working with departments to create a non-discriminatory environment and to improve the status of women by encouraging the goal of full participation of women. Sufficient resources and authority for effectively carrying out its functions will be allocated by the President.* (p. 39)

The *Commission* was not formed until 1991. Neither Plan mentioned the University's Strategic Planning Committee nor the two *Strategic Plans* to date (1986; 1991).

A review of documents published by the State System and the faculty union, Association of Pennsylvania State College and University Faculties (*APSCUF*), suggests the historical significance of the 1988 *Prospectus* as the document relates to women. It appears that neither the Pennsylvania Department of Education prior to 1983 and the Chancellor's Office after 1983 nor *APSCUF* mentioned women as a separate equity group prior to the publication of the System-wide affirmative action policy in 1988. Nor can evidence be found that either group has analyzed or publicized information about gender equity in the State System's faculty since the publication of the *Prospectus*, despite the availability of data.

The first State System planning document, "*The Mission and the Strategic Direction Statements for the State System of Higher Education*" (1984), did not mention a gender-balanced faculty when it identified eight strategic direction statements for subsequent System-wide planning. However, the seventh strategic direction statement did deal with the System's need to attract, serve, and retain minority students. The latter part of the seventh statement also addressed minority faculty: "*Each university will intensify efforts to attract and retain minority faculty and staff, and to seek cooperation with local business and industry to improve educational opportunities for minority employees. The univeristies will share expertise and successes in cultural integration and support*" (p. 9).

Nor is there any evidence that *APSCUF* considered the importance of the issue of gender equity in the State System. The *APSCUF* Committee on Quality in Higher Education prepared two publications concerning excellence in public higher education: "*Excellence in Public Higher Education, A Call for Action: Comments and Recommendations*" (March, 1984, Revised May, 1984) and "*Faculty Development in the State System of Higher Education, An Agenda for Reform: Comments and Recommendations*" (April, 1986). Neither document discussed the numbers and professional advancement of female faculty within the State System.

In contrast to the first State System planning document (1984), the second planning document, "*Priorities for Pennsylvania's State System of Higher Education during the 1990s" (1990; Priorities*), was more specific about the relatively low number of female faculty than was suggested in the 1988 *Prospectus*. It recommended that each university "*should establish a special committee or commission of faculty and administrators to develop goals, criteria, guidelines, and procedures for the recruitment of new faculty*" (p. 36). Tasks which might be assigned to such a committee included:

1) providing "*leadership in educating colleagues about the need for greater diversity within the faculty to enrich the campus community and enhance the education of our students; diversity encompasses racial, ethnic and socioeconomic background, age, gender, and atypical work or life experiences*" (p. 36), and

2) developing "*awareness of the comparatively low ratio of female faculty to the increasing numbers of female students (1 to 42) and to the increasing availability of female doctorates; recommend particular strategies for recruiting and retaining women faculty, such as child care, flexible course scheduling for single parents, dual appointments, spousal appointments at sister universities, and other appropriate initiatives*" (p. 37).

One datum cited in the planning document, the low ratio of female faculty to female students, was not clear. What were the definitions of the terms "female faculty" and "female students?" What time period was cited for the ratio? How was the ratio calculated? How did this ratio compare to ratios for earlier and/or later time periods?

A review of West Chester strategic planning documents for 1986-91 (1986) and 1990-1995 (1990) shows that the University was aware of the gender imbalance of the faculty. The *Strategic Plan 1986-1991* (1986, p. 166) suggested a goal of 40 percent female faculty by 1990, and the second strategic plan for 1990-1995 (1990, p. 89) suggested a goal of 35 percent female faculty by 1995. Neither document addressed the ratio of students to faculty by department and sex or the lack of same-sex mentors and role models for female students. Both planning documents stated that the University's Strategic Planning Committee would oversee the degree to which its recommendations were effected and revise the plan "*on at least a biennial basis*" (1986, p. 183) or "*as necessary*" (1990, p. 121).

This longitudinal study examines the readily available data about West Chester full-time faculty to answer the following series of significant questions related to the inclusion of women in the *Prospectus* as an equity group:

1) What are the numbers and distribution among professorial ranks of female faculty prior to the State System's 1988 affirmative action plan?
2) Have the number and percentage of female faculty remained constant?
3) Are female faculty represented equitably at each professorial rank?

These and other questions concerning faculty gender equity at West Chester can and must be answered.

III. METHOD

The author has collected data for faculty and students in the State System (PA). The State System Universities are classified as Category II-A or II-B institutions in the American Association of University Professors' (*AAUP*) annual report on the economic status of the profession. This classification system permits comparative analyses between the State System, national averages, sample of similar public colleges/universities, and West Chester.

Data about full-time faculty in the State System were obtained from the following sources:

1974-1975
AAUP's Annual Report on the Economic Status of the Profession (*Academe, 1975*). This was the first year that AAUP reported faculty at each professorial rank by sex. No faculty data were available from the Pennsylvania Department of Education for this year.

1975-76 through 1985-86 and 1987-88 through 1989-90
Division of Data Services, Pennsylvania Department of Education.

1986-1987
Central Management Information Center Data Base. Complete data were not available from the Pennsylvania Department of Education or AAUP's annual report on the economic status of the profession.

Data about full-time and part-time undergraduate and graduate students enrolled in the State System from 1974-75 through 1989-90 were obtained from the Division of Data Services, Pennsylvania Department of Education. Full-time equivalent (FTE) for students was calculated as:

FTE = Number of full-time students + 1/2 Number of part-time students.

West Chester 1989-90 data for departmental full-time faculty complements and majors were obtained from the University's data base.

The term "status" was defined as the number of full-time faculty and their distribution among the four professorial ranks: professor, associate professor, assistant professor, and instructor.

The definitions for Category II-A or II-B public colleges/universities were the same as those used by AAUP in its annual reports on the economic status of the profession.

Category II-A (*Comprehensive Institutions*)
These institutions are characterized by diverse post-baccalaureate programs (including first professional) but do not engage in significant doctoral-level education.

Category II-B (*General Baccalaureate*)
These institutions are characterized by their primary emphasis on general undergraduate baccalaureate level education. These institutions are not significantly engaged in post-baccalaureate education.

Comparative data about full-time faculty at Category II-A and II-B public colleges/universities were obtained from the following sources:

California
Information about 17 of the 19 California State Universities was obtained from AAUP's Annual Report on the Economic Status of the Profession, 1989-90 (*Academe, 1990*). Two universities were excluded because they were polytechnic institutions.

New York
Data for the 12 State University of New York (SUNY) Colleges in these Categories were obtained from AAUP's Annual Report on the Economic Status of the Profession, 1989-90 (*Academe, 1990*).

New Jersey
Data for the State Colleges were obtained from the New Jersey Department of Higher Education.

National Totals
Data were tabulated by Maryse Eymonerie Associates and based on information provided by institutions for the purpose of the AAUP Annual Report on the Economic Status of the Profession, 1989-90 and published in *Academe* (1990).

Findings and Remarks Regarding
West Chester University of Pennsylvania Data

TABLE 1
DISTRIBUTION OF FULL-TIME FACULTY WITHIN PROFESSORIAL RANKS BY SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA

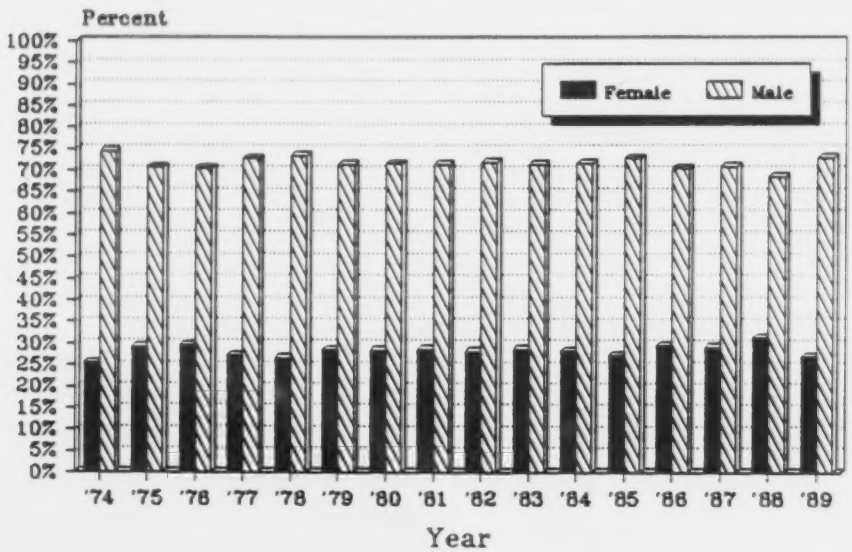
	PROFESSOR			ASSOCIATE PROFESSOR			ASSISTANT PROFESSOR			INSTRUCTOR			TOTAL		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Year	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1974-75	26	129	155	49	149	198	29	56	85	14	10	24	118	344	462
	16.77%	83.23%	100.00%	24.75%	75.25%	100.00%	34.12%	65.88%	100.00%	58.33%	41.67%	100.00%	25.54%	74.46%	100.00%
1975-76	24	111	135	52	149	201	40	48	88	17	13	30	133	321	454
	17.78%	82.22%	100.00%	25.87%	74.13%	100.00%	45.45%	54.55%	100.00%	56.67%	43.33%	100.00%	29.30%	70.70%	100.00%
1976-77	24	110	134	42	142	184	44	62	106	28	14	42	138	328	466
	17.91%	82.09%	100.00%	22.83%	77.17%	100.00%	41.51%	58.49%	100.00%	66.67%	33.33%	100.00%	29.61%	70.39%	100.00%
1977-78	26	118	144	42	152	194	48	57	105	10	9	19	126	336	462
	18.06%	81.94%	100.00%	21.65%	78.35%	100.00%	45.71%	54.29%	100.00%	52.63%	47.37%	100.00%	27.27%	72.73%	100.00%
1978-79	21	117	138	44	152	196	41	65	106	19	10	29	125	344	469
	15.22%	84.78%	100.00%	22.45%	77.55%	100.00%	38.68%	61.32%	100.00%	65.52%	34.48%	100.00%	26.65%	73.35%	100.00%
1979-80	22	118	140	45	147	192	49	60	109	18	9	27	134	334	468
	15.71%	84.29%	100.00%	23.44%	76.56%	100.00%	44.95%	55.05%	100.00%	66.67%	33.33%	100.00%	28.63%	71.37%	100.00%
1980-81	24	120	144	45	140	185	49	66	115	18	15	33	136	341	477
	16.67%	83.33%	100.00%	24.32%	75.68%	100.00%	42.61%	57.39%	100.00%	54.55%	45.45%	100.00%	28.51%	71.49%	100.00%
1981-82	20	118	138	48	142	190	51	63	114	14	8	22	133	331	464
	14.49%	85.51%	100.00%	25.26%	74.74%	100.00%	44.74%	55.26%	100.00%	63.64%	36.36%	100.00%	28.66%	71.34%	100.00%
1982-83	21	121	142	47	134	181	50	66	116	12	11	23	130	332	462
	14.79%	85.21%	100.00%	25.97%	74.03%	100.00%	43.10%	56.90%	100.00%	52.17%	47.83%	100.00%	28.14%	71.86%	100.00%
1983-84	22	121	143	45	140	185	53	59	112	11	6	17	131	326	457
	15.38%	84.62%	100.00%	24.32%	75.68%	100.00%	47.32%	52.68%	100.00%	64.71%	35.29%	100.00%	28.67%	71.33%	100.00%
1984-85	22	120	142	43	141	184	52	52	104	9	5	14	126	318	444
	15.49%	84.51%	100.00%	23.37%	76.63%	100.00%	50.00%	50.00%	100.00%	64.29%	35.71%	100.00%	28.38%	71.62%	100.00%
1985-86	23	119	142	39	138	177	51	60	111	8	6	14	121	323	444
	16.20%	83.80%	100.00%	22.03%	77.97%	100.00%	45.95%	54.05%	100.00%	57.14%	42.86%	100.00%	27.25%	72.75%	100.00%
1986-87	25	124	149	40	133	173	55	65	120	27	28	55	147	350	497
	16.78%	83.22%	100.00%	23.12%	76.88%	100.00%	45.83%	54.17%	100.00%	49.09%	50.91%	100.00%	29.58%	70.42%	100.00%
1987-88	22	116	138	42	130	172	60	61	121	5	6	11	129	313	442
	15.94%	84.06%	100.00%	24.42%	75.58%	100.00%	49.59%	50.41%	100.00%	45.45%	54.55%	100.00%	29.19%	70.81%	100.00%
1988-89	24	118	142	44	130	174	66	67	133	17	14	31	151	329	480
	16.90%	83.10%	100.00%	25.29%	74.71%	100.00%	49.62%	50.38%	100.00%	54.84%	45.16%	100.00%	31.46%	68.54%	100.00%
1989-90	29	125	154	37	124	161	57	84	141	3	6	9	126	339	465
	18.83%	81.17%	100.00%	22.98%	77.02%	100.00%	40.43%	59.57%	100.00%	33.33%	66.67%	100.00%	27.10%	72.90%	100.00%

IV. FINDINGS AND REMARKS REGARDING WEST CHESTER UNIVERSITY OF PENNSYLVANIA DATA

1. Number, Percentage and Distribution of Full-time Faculty by Sex (Table 1 and Figure 1)

The number of full-time faculty at West Chester increased from 462 to 465 positions, an increase of three positions, during the 16-year period (*Table 1*). Female total faculty numbered 118 (25.54%) in 1974-75 and 126 (27.10%) in 1989-90, an increase of eight positions, During the same period, male total faculty decreased from 344 (74.46%) in 1974-75 to 339 (72.90%) in 1989-90, a decrease of five males. *Figure 1* shows the fluctuations of the percentages of full-time total faculty by sex at West Chester from 1974-75 through 1989-90.

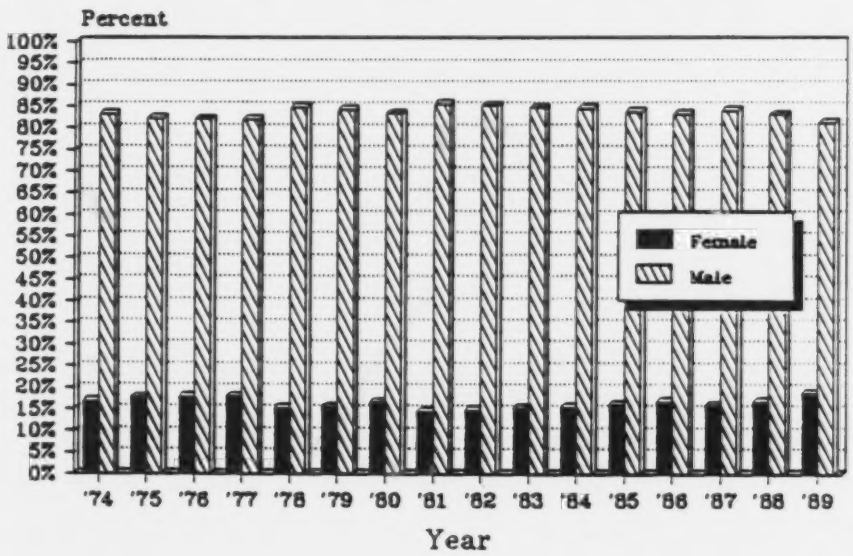
FIGURE 1
FULL-TIME TOTAL FACULTY BY SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA



2. ***Number, Percentage, and Distribution of Full-time Professors by Sex***
(Table 1 and Figure 2)

The number of West Chester full-time faculty at the highest rank decreased from 155 to 154 positions, a decrease of one position, during the 16-year span of time (*Table 1*). Female faculty at the professor level numbered 26 (16.77%) in 1974-75 and 29 (18.83%) in 1989-90, an increase of three women. The number of male professors declined from 129 (83.23%) in 1974-75 to 125 (81.17%) in 1989-90, a decrease of four men. *Figure 2* shows the variability of the percentages of full-time West Chester faculty at the professor rank by sex from 1974-75 through 1989-90.

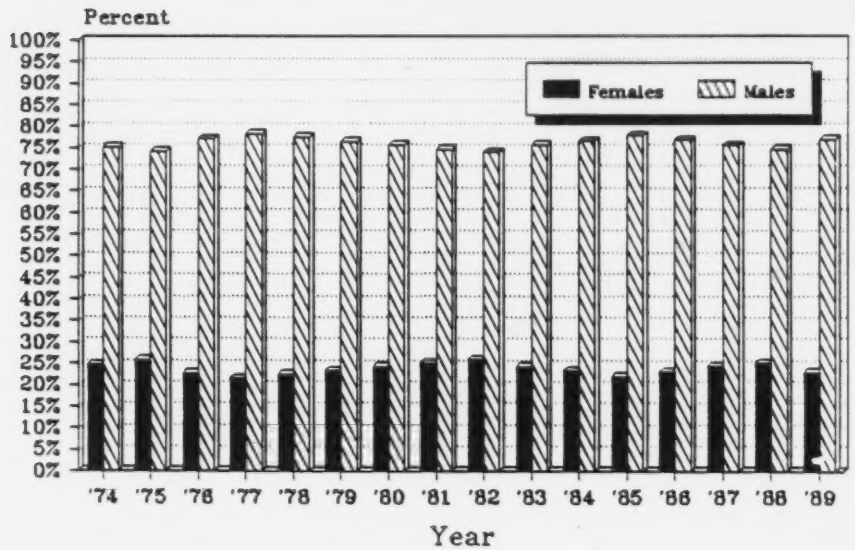
FIGURE 2
FULL-TIME PROFESSOR BY SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA



3. ***Number, Percentage, and Distribution of Full-time Associate Professors by Sex***
(Table 1 and Figure 3)

The number of full-time associate professors at West Chester decreased from 198 to 161 positions, a decrease of 37 positions, during the 16-year period of time (*Table 1*). Female associate professors declined from 49 (24.75%) in 1974-75 to 37 (22.98%) in 1989-90, a decrease of 12 females. Male associate professors numbered 149 (75.25%) in 1974-75 and 124 (77.02%) in 1989-90, a decline of 25 males. *Figure 3* shows the fluctuations of the percentages of full- time associate professors by sex at West Chester during the 16-year period.

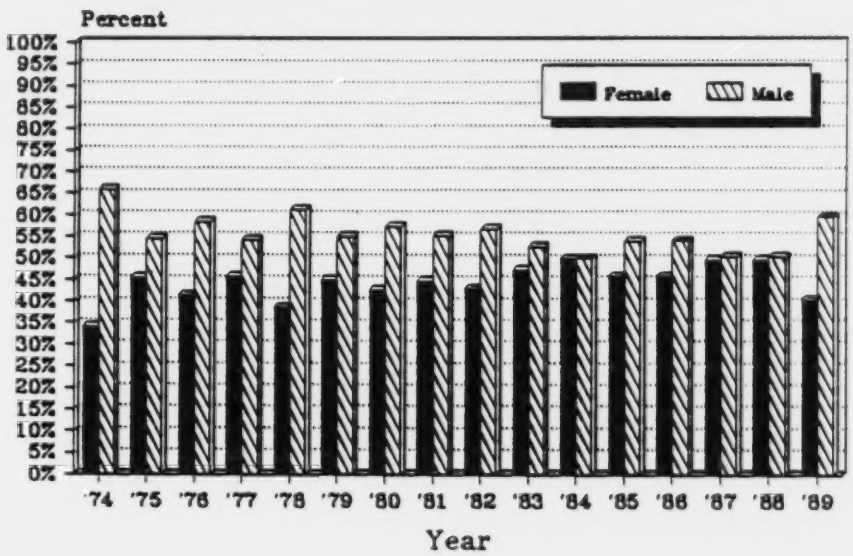
FIGURE 3
FULL-TIME ASSOCIATE PROFESSOR BY SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA



4. ***Number, Percentage, and Distribution of Full-time Assistant Professors by Sex***
(Table 1 and Figure 4)

The number of full-time assistant professors at West Chester has increased from 85 to 141 positions, an increase of 56 positions, during the 16-year period (*Table 1*). There was an increase in both the number of female and male assistant professors at West Chester from 1974-75 through 1989-90. Female assistant professors increased from 29 (34.12%) in 1974-75 to 57 (40.43%) in 1989-90, an increase of 28 females. The number of males increased from 56 (65.88%) to 84 (59.57%), an increase of 28 males, during the same 16-year time period. *Figure 4* shows the percentage fluctuations of full-time assistant professors by sex at West Chester from 1974-75 through 1989-90.

FIGURE 4
FULL-TIME ASSISTANT PROFESSOR BY SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA



5. ***Number, Percentage, and Distribution of Full-time Instructors by Sex***
(Table 1 and Figure 5)

The number of full-time instructors at West Chester decreased from 24 to 9 positions, a decrease of 15 positions, from 1974-75 through 1989-90. Female instructors declined from 14 (58.33%) to three (33.33%), a decrease of 11 women, during the 16-year period. The number of male instructors decreased from 10 (41.67%) in 1974-75 to six (66.67%) in 1989-90, a decline of four men. *Figure 5* shows the percentages for both sexes at the instructor level at West Chester from 1974-75 through 1989-90.

FIGURE 5
FULL-TIME INSTRUCTOR BY SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA

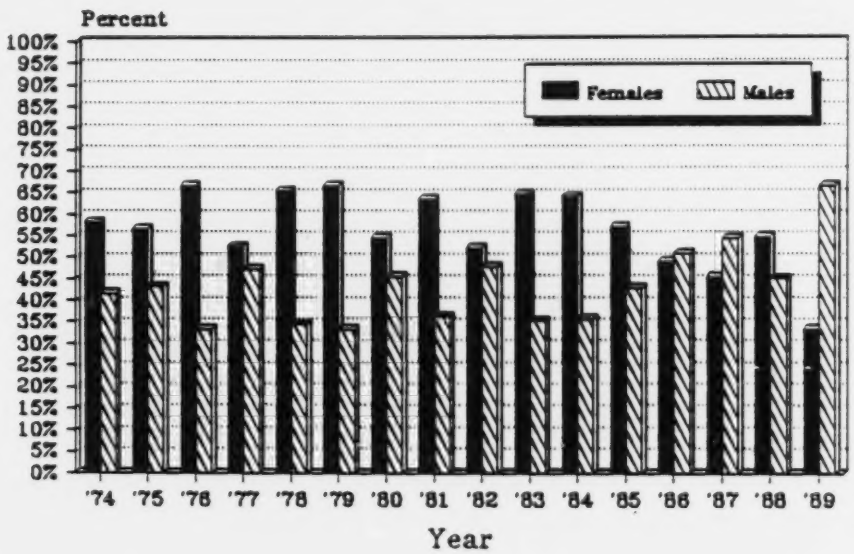


TABLE 2
FULL-TIME TOTAL FACULTY AT PROFESSOR RANK
BY SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA

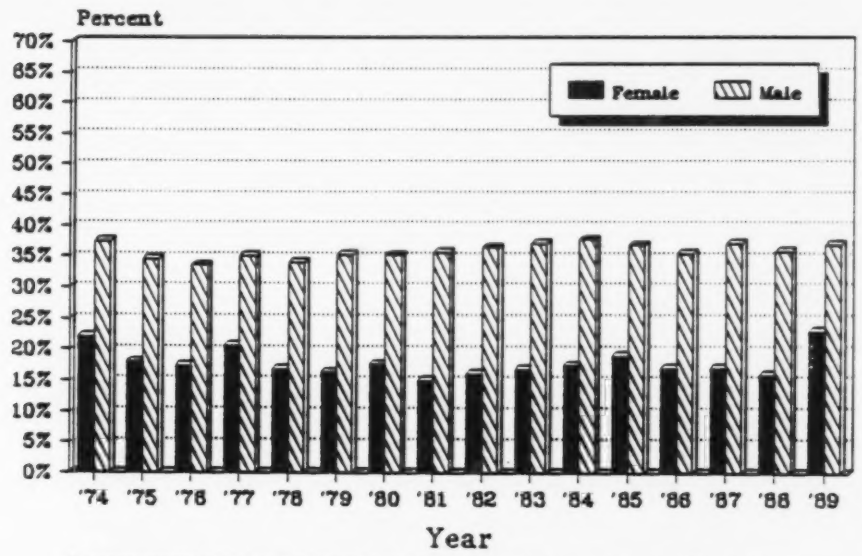
	Female			Male		
Year	Full Prof.	Total Faculty	% Full Prof.	Full Prof.	Total Faculty	% Full Prof.
1974–75	26	118	22.03%	129	344	37.50%
1975–76	24	133	18.05%	111	321	34.58%
1976–77	24	138	17.39%	110	328	33.54%
1977–78	26	126	20.63%	118	336	35.12%
1978–79	21	125	16.80%	117	344	34.01%
1979–80	22	134	16.42%	118	334	35.33%
1980–81	24	136	17.65%	120	341	35.19%
1981–82	20	133	15.04%	118	331	35.65%
1982–83	21	130	16.15%	121	332	36.45%
1983–84	22	131	16.79%	121	326	37.12%
1984–85	22	126	17.46%	120	318	37.74%
1985–86	23	121	19.01%	119	323	36.84%
1986–87	25	147	17.01%	124	350	35.43%
1987–88	22	129	17.05%	116	313	37.06%
1988–89	24	151	15.89%	118	329	35.87%
1989–90	29	126	23.02%	125	339	36.87%

The percentage of total female faculty at the professor rank was determined by dividing the number of female full professors by the number of total female faculty. The same calculation was used for male faculty.

6. ***Number and Percentage of Full-time Total Faculty at Professor Rank by Sex***
(Table 2 and Figure 6)

The percentage of full-time West Chester total faculty at the professor rank fluctuated during the 16-year period but remained almost the same in 1989-90 as it was in 1974-75 (*Table 2*). The percentage of female full-time faculty at the full professor rank increased by 0.99 percentage points as compared with a decline of 0.63 percentage points for male full-time total faculty at the professor rank from 1974-75 through 1989-90. *Figure 6* shows the percentage variability of full-time West Chester total faculty at the professor rank by sex from 1974-75 through 1989-90.

FIGURE 6
FULL-TIME TOTAL FACULTY AT PROFESSOR RANK BY SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA



The percentage of total female faculty at the professor rank was determined by dividing the number of female full professors by the number of total female faculty. The same calculation was used for male faculty.

TABLE 3
STUDENT FTE ENROLLMENT
BY ENROLLMENT STATUS AND SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA

	Graduate FTE			Undergraduate FTE			TOTAL STUDENTS		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
YEAR	%	%	%	%	%	%	%	%	%
1974	532.5	415	947.5	3680.5	2485.5	6166	4213	2900.5	7113.5
	56.20%	43.80%	100.00%	59.69%	40.31%	100.00%	59.23%	40.77%	100.00%
1975	549.5	448.5	998	3937	2841	6778	4486.5	3289.5	7776
	55.06%	44.94%	100.00%	58.08%	41.92%	100.00%	57.70%	42.30%	100.00%
1976	525.5	405.5	931	3907.5	2814	6721.5	4433	3219.5	7652.5
	56.44%	43.56%	100.00%	58.13%	41.87%	100.00%	57.93%	42.07%	100.00%
1977	435.5	301.5	737	3849.5	2768.5	6618	4285	3070	7355
	59.09%	40.91%	100.00%	58.17%	41.83%	100.00%	58.26%	41.74%	100.00%
1978	441	290.5	731.5	3798	2657.5	6455.5	4239	2948	7187
	60.29%	39.71%	100.00%	58.83%	41.17%	100.00%	58.98%	41.02%	100.00%
1979	447.5	271.5	719	3857.5	2703.5	6561	4305	2975	7280
	62.24%	37.76%	100.00%	58.79%	41.21%	100.00%	59.13%	40.87%	100.00%
1980	413	259.5	672.5	4068	2793.5	6861.5	4481	3053	7534
	61.41%	38.59%	100.00%	59.29%	40.71%	100.00%	59.48%	40.52%	100.00%
1981	440	242	682	4187.5	3042.5	7230	4627.5	3284.5	7912
	64.52%	35.48%	100.00%	57.92%	42.08%	100.00%	58.49%	41.51%	100.00%
1982	420.5	237.5	658	4467	3189.5	7656.5	4887.5	3427	8314.5
	63.91%	36.09%	100.00%	58.34%	41.66%	100.00%	58.78%	41.22%	100.00%
1983	423.5	242.5	666	4268.5	3260	7528.5	4692	3502.5	8194.5
	63.59%	36.41%	100.00%	56.70%	43.30%	100.00%	57.26%	42.74%	100.00%
1984	448.5	287	735.5	4124.5	3208.5	7333	4573	3495.5	8068.5
	60.98%	39.02%	100.00%	56.25%	43.75%	100.00%	56.68%	43.32%	100.00%
1985	489	298.5	787.5	4337.5	3384	7721.5	4826.5	3682.5	8509
	62.10%	37.90%	100.00%	56.17%	43.83%	100.00%	56.72%	43.28%	100.00%
1986	595.5	312.5	908	4528.5	3363.5	7892	5124	3676	8800
	65.58%	34.42%	100.00%	57.38%	42.62%	100.00%	58.23%	41.77%	100.00%
1987	651.5	334.5	986	4999	3554	8553	5650.5	3888.5	9539
	66.08%	33.92%	100.00%	58.45%	41.55%	100.00%	59.24%	40.76%	100.00%
1988	665	332	997	5080	3593.5	8673.5	5745	3925.5	9670.5
	66.70%	33.30%	100.00%	58.57%	41.43%	100.00%	59.41%	40.59%	100.00%
1989	723	364	1087	5205.5	3580	8785.5	5928.5	3944	9872.5
	66.51%	33.49%	100.00%	59.25%	40.75%	100.00%	60.05%	39.95%	100.00%

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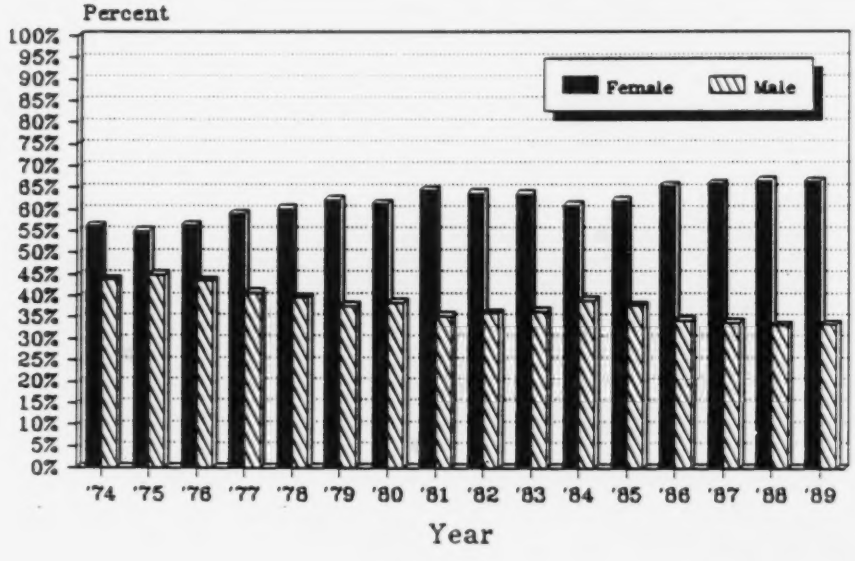
7. ***Number, Percentage, and Distribution of Graduate Student FTE Enrollment by Sex (Table 3 and Figure 7)***

The number of graduate student FTE enrollment at West Chester increased from 947.5 to 1087, an increase of 139.5 graduate student FTE enrollment, during the 16-year period (*Table 3*). Female graduate student FTE enrollment totaled 532.5 (56.20%) in 1974-75 and 723 (66.51%) in 1989-90, an increase of 190.5 female graduate student FTE enrollment. During the same time period, the number of male graduate student FTE enrollment declined from 415 (43.80%) to 364 (33.49%), a decrease of 51 male graduate student FTE enrollment. *Figure 7* shows the pattern of graduate student FTE enrollment by sex at West Chester from 1974-75 through 1989-90.

FIGURE 7
GRADUATE STUDENT FTE ENROLLMENT BY SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA



8. ***Number, Percentage, and Distribution of Undergraduate Student FTE Enrollment by Sex*** *(Table 3 and Figure 8)*

The number of undergraduate student FTE enrollment at West Chester increased from 6,166 to 8,785.5, an increase of 2,619.5 undergraduate student FTE enrollment, during the 16-year period (*Table 3*). Female undergraduate student FTE enrollment totaled 3,680.5 (59.69%) in 1974-75 and 5,205.5 (59.25%) in 1989-90, an increase of 1,525 female undergraduate student FTE enrollment. During the same time period, male undergraduate student FTE enrollment increased from 2,485.5 (40.31%) to 3,580 (40.75%), an increase of 1,094.5 male undergraduate student FTE enrollment. The percentage fluctuations for undergraduate student FTE enrollment by sex at West Chester during the 16-year period are shown in *Figure 8*.

FIGURE 8
UNDERGRADUATE STUDENT FTE ENROLLMENT BY SEX 1974-1989
WEST CHESTER UNIVERSITY OF PENNSYLVANIA

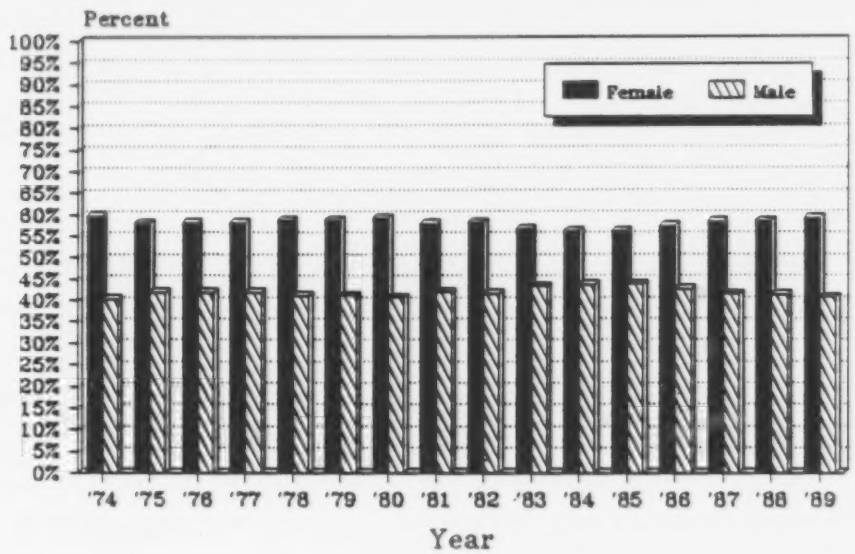


TABLE 4
RATIO OF UNDERGRADUATE STUDENT FTE ENROLLMENT TO FULL-TIME TOTAL FACULTY BY SEX 1974-1989 WEST CHESTER UNIVERSITY OF PENNSYLVANIA

Year	Female	Male
1974–75	31.19 to 1	7.23 to 1
1975–76	29.60 to 1	8.85 to 1
1976–77	28.32 to 1	8.58 to 1
1977–78	30.55 to 1	8.24 to 1
1978–79	30.38 to 1	7.73 to 1
1979–80	28.79 to 1	8.09 to 1
1980–81	29.91 to 1	8.19 to 1
1981–82	31.48 to 1	9.19 to 1
1982–83	34.36 to 1	9.61 to 1
1983–84	32.58 to 1	10.00 to 1
1984–85	32.73 to 1	10.09 to 1
1985–86	35.85 to 1	10.48 to 1
1986–87	30.81 to 1	9.61 to 1
1987–88	38.75 to 1	11.35 to 1
1988–89	33.64 to 1	10.92 to 1
1989–90	41.31 to 1	10.56 to 1

9. ***Ratio of Undergraduate Student FTE Enrollment to Full-time Total Faculty by Sex (Table 4 and Figure 9)***

Table 4 reports the ratio of West Chester undergraduate student FTE enrollment to full-time total faculty by sex from 1974-75 through 1989-90. The ratio for female undergraduate student FTE enrollment to female full-time total faculty increased from 31.19 to 1 in 1974-75 to 41.31 in 1989-90, a ratio increase of 10.12 to 1. The ratio for male undergraduate student FTE enrollment to male full-time total faculty increased from 7.23 to 1 in 1974-75 to 10.56 in 1989-90, a ratio increase of 3.33 to 1. The ratios of undergraduate student FTE enrollment to full-time total faculty by sex increased for both females and males during the 16-year period; however, the increase for females was more than three times greater than the increase for males (*Figure 9*).

FIGURE 9
RATIO OF UNDERGRADUATE STUDENT FTE ENROLLMENT TO FULL-TIME TOTAL FACULTY BY SEX 1974-1989 WEST CHESTER UNIVERSITY OF PENNSYLVANIA

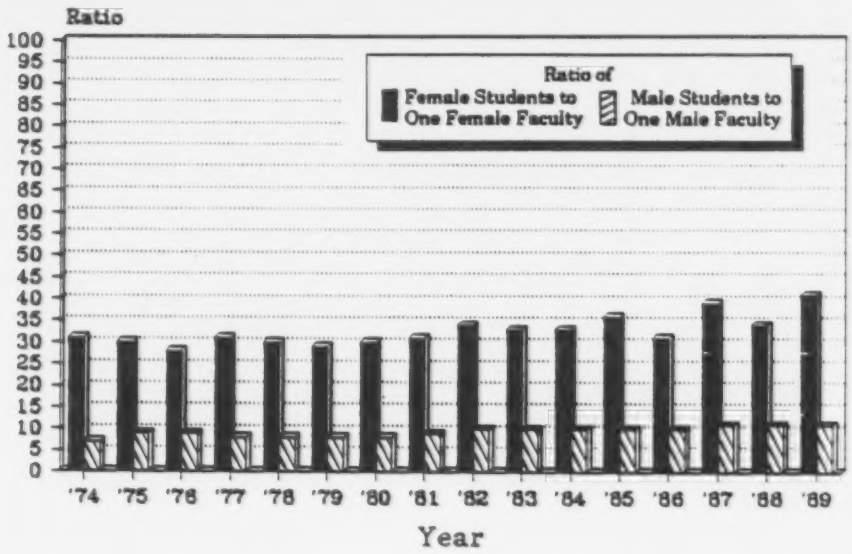


TABLE 5 - DISTRIBUTION OF FULL-TIME FACULTY AND UNDERGRADUATE AND GRADUATE MAJORS BY DIVISION, DEPARTMENT, AND SEX 1989-1990
WEST CHESTER UNIVERSITY

COLLEGE OF ARTS & SCIENCES: ARTS 1989-90

	Full-time Faculty				Undergraduate Majors				Graduate Majors			
	Female		Male		Female		Male		Female		Male	
Department	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Anthro./Soc.	2	18.18%	9	81.82%	39	69.64%	17	30.36%	0	0.00%	0	0.00%
Art	6	46.15%	7	53.85%	72	75.00%	24	25.00%	0	0.00%	0	0.00%
English	13	28.89%	32	71.11%	147	66.52%	74	33.48%	45	70.31%	19	29.69%
Forgn.Lang.	8	40.00%	12	60.00%	77	87.50%	11	12.50%	16	100.00%	0	0.00%
History	4	20.00%	16	80.00%	38	24.20%	119	75.80%	13	44.83%	16	55.17%
Philosophy	0	0.00%	9	100.00%	14	42.42%	19	57.58%	2	33.33%	4	66.67%
Psychology	6	27.27%	16	72.73%	280	76.50%	86	23.50%	78	73.58%	28	26.42%
Sp.Comm./Th.	10	45.45%	12	54.55%	205	63.66%	117	36.34%	0	0.00%	0	0.00%
TOTALS	49	30.25%	113	69.75%	872	65.12%	467	34.88%	154	69.68%	67	30.32%

COLLEGE OF ARTS AND SCIENCES: SCIENCES 1989-90

	Full-time Faculty				Undergraduate Majors				Graduate Majors			
	Female		Male		Female		Male		Female		Male	
Department	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Biology	10	45.45%	12	54.55%	109	51.42%	103	48.58%	7	41.18%	10	58.82%
Chemistry	2	12.50%	14	87.50%	65	44.52%	81	55.48%	12	48.00%	13	52.00%
Geol./Astrn.	1	8.33%	11	91.67%	19	40.43%	28	59.57%	7	41.18%	10	58.82%
Math./Comp.Sci.	8	24.24%	25	75.76%	93	35.77%	167	64.23%	40	48.19%	43	51.81%
Physics	0	0.00%	6	100.00%	4	9.09%	40	90.91%	0	0.00%	0	0.00%
TOTALS	21	23.60%	68	76.40%	290	40.90%	419	59.10%	66	46.48%	76	53.52%

SCHOOL OF EDUCATION 1989-90

Department	Full-time Faculty				Undergraduate Majors				Graduate Majors			
	Female		Male		Female		Male		Female		Male	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Ch.St.& Rdg.	15	57.69%	11	42.31%	1068	95.78%	47	4.22%	217	93.13%	16	6.87%
C.Sec.Prof.Ed.	2	11.76%	15	88.24%	0	0.00%	0	0.00%	119	68.00%	56	32.00%
Instruc.Media	1	16.67%	5	83.33%	2	18.18%	9	81.82%	9	56.25%	7	43.75%
Special Ed.	3	60.00%	2	40.00%	156	89.66%	18	10.34%	19	90.48%	2	9.52%
TOTALS	21	38.89%	33	61.11%	1226	94.31%	74	5.69%	364	81.80%	81	18.20%

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SCHOOL OF BUSINESS AND PUBLIC AFFAIRS 1989-90

Department	Full-time Faculty				Undergraduate Majors				Graduate Majors			
	Female		Male		Female		Male		Female		Male	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Accounting	0	0.00%	6	100.00%	86	50.59%	84	49.41%	0	0.00%	3	100.00%
Crim.Justice	1	20.00%	4	80.00%	121	41.02%	174	58.98%	10	27.03%	27	72.97%
Economics	4	33.33%	8	66.67%	240	46.97%	271	53.03%	9	37.50%	15	62.50%
Geog.& Plan.	1	14.29%	6	85.71%	9	39.13%	14	60.87%	1	25.00%	3	75.00%
Govt. & Pol.	0	0.00%	12	100.00%	124	43.82%	159	56.18%	15	75.00%	5	25.00%
Management	3	37.50%	5	62.50%	68	36.36%	119	63.64%	36	40.45%	53	59.55%
Marketing	0	0.00%	7	100.00%	72	47.68%	79	52.32%	0	0.00%	0	0.00%
Social Work	4	80.00%	1	20.00%	104	96.30%	4	3.70%	14	77.78%	4	22.22%
TOTALS	13	20.97%	49	79.03%	824	47.69%	904	52.31%	85	43.59%	110	56.41%

SCHOOL OF HEALTH SCIENCES 1989-90

Department	Full-time Faculty				Undergraduate Majors				Graduate Majors			
	Female Number	Percent	Male Number	Percent	Female Number	Percent	Male Number	Percent	Female Number	Percent	Male Number	Percent
Com.Disorders	3	42.86%	4	57.14%	77	100.00%	0	0.00%	41	100.00%	0	0.00%
Health	6	37.50%	10	62.50%	101	73.19%	37	26.81%	68	68.00%	32	32.00%
Nursing	15	93.75%	1	6.25%	229	94.63%	13	5.37%	0	0.00%	0	0.00%
Physical Ed.	12	35.29%	22	64.71%	265	42.95%	352	57.05%	38	50.00%	38	50.00%
TOTALS	36	49.32%	37	50.68%	672	62.57%	402	37.43%	147	67.74%	70	32.26%

SCHOOL OF MUSIC 1989-90

Department	Full-time Faculty				Undergraduate Majors				Graduate Majors			
	Female Number	Percent	Male Number	Percent	Female Number	Percent	Male Number	Percent	Female Number	Percent	Male Number	Percent
Instru. Music	1	10.00%	9	90.00%	2	11.76%	15	88.24%	1	25.00%	3	75.00%
Keybrd. Music	1	11.11%	8	88.89%	6	85.71%	1	14.29%	7	70.00%	3	30.00%
Music Ed.	3	50.00%	3	50.00%	138	49.46%	141	50.54%	24	63.16%	14	36.84%
Music History	1	20.00%	4	80.00%	3	50.00%	3	50.00%	2	50.00%	2	50.00%
Music Th.Comp.	1	16.67%	5	83.33%	0	0.00%	5	100.00%	2	66.67%	1	33.33%
Vcl.Chr.Music	6	54.55%	5	45.45%	6	85.71%	1	14.29%	2	66.67%	1	33.33%
TOTALS	13	27.66%	34	72.34%	155	48.29%	166	51.71%	38	61.29%	24	38.71%

V. DISCUSSION

The findings of this study show that full-time female faculty are a minority at West Chester. While the number of full-time female faculty has increased since 1974-75 (*Table 1, Figures 1 - 5*), most noticeably at the assistant professor rank, they still continue to be a distinct minority (27.10%), concentrated in the lower professorial ranks. The highest percentage of female faculty (49.32%) are found in the School of Health Sciences (*Table 5*). These findings are similar to those reported in the author's earlier study, *"The Status of Women Faculty at West Chester State College 1979-80: Full-time Professional Staff Compared to Student Majors, Degrees Conferred, and Full-time Equivalent Teaching Faculty"* (1981).

TABLE 6 - DISTRIBUTION OF FULL-TIME FACULTY WITHIN PROFESSORIAL RANKS BY INSTITUTION AND SEX 1989-1990

NATIONAL SAMPLES OF CATEGORY II-A AND II-B STATE UNIVERSITY SYSTEMS AND WEST CHESTER UNIVERSITY OF PENNSYLVANIA

	PROFESSOR			ASSOCIATE PROFESSOR			ASSISTANT PROFESSOR			INSTRUCTOR			TOTAL		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
California	1210	5283	6493	743	1349	2092	856	868	1724	127	78	205	2936	7578	10514
	18.64%	81.36%	100.00%	35.52%	64.48%	100.00%	49.65%	50.35%	100.00%	61.95%	38.05%	100.00%	27.92%	72.08%	100.00%
New Jersey	190	542	732	230	483	713	339	447	786	23	12	35	782	1484	2266
	25.96%	74.04%	100.00%	32.26%	67.74%	100.00%	43.13%	56.87%	100.00%	65.71%	34.29%	100.00%	34.51%	65.49%	100.00%
New York	118	954	1072	261	835	1096	324	438	762	43	23	66	746	2250	2996
	11.01%	88.99%	100.00%	23.81%	76.19%	100.00%	42.52%	57.48%	100.00%	65.15%	34.85%	100.00%	24.90%	75.10%	100.00%
Pennsylvania	223	1345	1568	332	1028	1360	588	695	1283	156	110	266	1299	3178	4477
	14.22%	85.78%	100.00%	24.41%	75.59%	100.00%	45.83%	54.17%	100.00%	58.65%	41.35%	100.00%	29.01%	70.99%	100.00%
National Totals	4853	27440	32293	6832	18466	25298	10276	14782	25058	3953	3001	6954	25914	63689	89603
	15.03%	84.97%	100.00%	27.01%	72.99%	100.00%	41.01%	58.99%	100.00%	56.84%	43.16%	100.00%	28.92%	71.08%	100.00%
West Chester	29	125	154	37	124	161	57	84	141	3	6	9	126	339	465
	18.83%	81.17%	100.00%	22.98%	77.02%	100.00%	40.43%	59.57%	100.00%	33.33%	66.67%	100.00%	27.10%	72.90%	100.00%

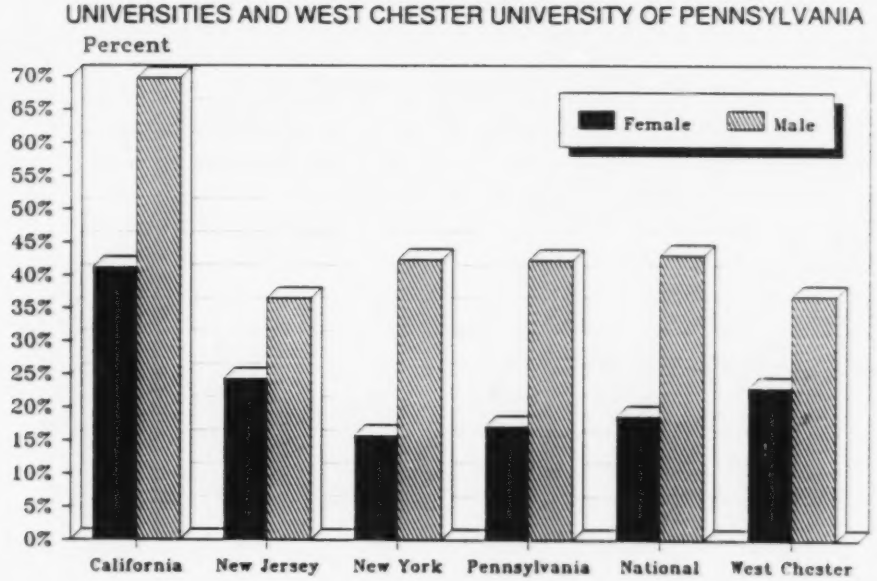
When 1989-90 West Chester data are compared with the 1989-90 average percentages for similar-type public universities and the State System (PA), West Chester average percentages for female faculty are higher at the professor rank but lower for total faculty, the associate and assistant professor, and instructor ranks (*Table 6*). These findings reflect the lower number and ranks of female faculty in the State System (Keetz, 1991) and similar-type public institutions that other studies have reported (e.g., The Carnegie Foundation for the Advancement of Teaching, 1990).

Furthermore, West Chester percentages for female faculty compare less favorably with other comparable state systems: New Jersey has higher percentages of female faculty for the professor, associate and assistant professor ranks and total faculty; California has higher percentages for the associate and assistant professor ranks and total faculty; and New York has higher percentages for the associate and assistant professor ranks (*Table 6*). The percentage of female total faculty at the professor rank at West Chester is lower than their female colleagues in the California and New Jersey State Systems (*Table 7, Figure 10*) as well. West Chester has been unable to hire or advance female faculty to the higher professorial ranks as successfully as the California and New Jersey State Systems have.

TABLE 7 - FULL-TIME TOTAL FACULTY AT PROFESSOR RANK BY INSTITUTION AND SEX 1989-90
NATIONAL SAMPLES OF CATEGORY II-A AND II-B STATE UNIVERSITY SYSTEMS
AND WEST CHESTER UNIVERSITY OF PENNSYLVANIA

	Female			Male		
System	Full Prof.	Total Faculty	% Full Prof.	Full Prof.	Total Faculty	% Full Prof.
California	1210	2936	41.21%	5283	7578	69.71%
New Jersey	190	782	24.30%	542	1484	36.52%
New York	118	746	15.82%	954	2250	42.40%
Pennsylvania	223	1299	17.17%	1345	3178	42.32%
National	4853	25914	18.73%	27440	63689	43.08%
West Chester	29	126	23.02%	125	339	36.87%

FIGURE 10 - FULL-TIME TOTAL FACULTY AT PROFESSOR RANK BY SEX 1989-1990
NATIONAL SAMPLES OF CATEGORY II-A AND II-B PUBLIC
UNIVERSITIES AND WEST CHESTER UNIVERSITY OF PENNSYLVANIA



The percentage of total female faculty at the professor rank was determined by dividing the number of female full professors by the number of total female faculty. The same calculation was used for male faculty.

TABLE 8 - RATIO OF UNDERGRADUATE MAJORS TO FULL-TIME FACULTY BY DIVISION, DEPARTMENT, AND SEX 1989-1990
WEST CHESTER UNIVERSITY OF PENNSYLVANIA

COLLEGE OF ARTS & SCIENCES: ARTS 1989-90
Undergraudate Majors to Faculty by Department

Department	Female	Male
Anthro. & Sociology	19.5 to 1	1.89 to 1
Art	12.00 to 1	3.43 to 1
English	11.31 to 1	2.31 to 1
Foreign Languages	9.63 to 1	0.92 to 1
History	9.50 to 1	7.44 to 1
Philosophy	N/A	2.11 to 1
Psychology	46.67 to 1	5.38 to 1
Speech Comm./Theatre	20.50 to 1	9.75 to 1
AVERAGES	18.44 to 1	4.15 to 1

COLLEGE OF ARTS AND SCIENCES: SCIENCES 1989-90
Undergraduate Majors to Faculty by Department

Department	Female	Male
Biology	10.90 to 1	8.58 to 1
Chemistry	32.50 to 1	5.79 to 1
Geol./Astrn.	19.00 to 1	2.55 to 1
Math./Comp.Sci.	11.63 to 1	6.68 to 1
Physics	N/A	6.67 to 1
AVERAGES	18.51 to 1	6.05 to 1

SCHOOL OF BUSINESS AND PUBLIC AFFAIRS 1989-90
Undergraduate Majors to Faculty by Departemnt

Department	Female	Male
Accounting	N/A	14.00 to 1
Crim.Justice	121.00 to 1	43.50 to 1
Economics	60.00 to 1	33.88 to 1
Geog.& Plan.	9.00 to 1	2.33 to 1
Govt. & Pol.	N/A	13.25 to 1
Management	22.67 to 1	23.80 to 1
Marketing	N/A	11.29 to 1
Social Work	26.00 to 1	4.00 to 1
AVERAGES	47.73 to 1	18.26 to 1

SCHOOL OF EDUCATION 1989-90

Undergraduate Majors to Faculty by Department

Department	Female	Male
Ch.St.& Rdg.	71.20 to 1	4.27 to 1
C.Sec.Prof.Ed.	0.00 to 1	0.00 to 1
Instruc.Media	2.00 to 1	1.80 to 1
Special Ed.	52.00 to 1	9.00 to 1
AVERAGES	31.30 to 1	3.77 to 1

SCHOOL OF HEALTH SCIENCES 1989-90

Undergraduate Majors to Faculty by Department

Department	Female	Male
Com.Disorders	25.67 to 1	0.00 to 1
Health	16.83 to 1	3.70 to 1
Nursing	15.27 to 1	13.00 to 1
Physical Ed.	22.08 to 1	16.00 to 1
AVERAGES	19.96 to 1	8.18 to 1

SCHOOL OF MUSIC 1989-90

Undergraduate Majors to Faculty by Department

Department	Female	Male
Instru. Music	2.00 to 1	1.67 to 1
Keybrd. Music	6.00 to 1	0.13 to 1
Music Ed.	46.00 to 1	47.00 to 1
Music History	3.00 to 1	0.75 to 1
Music Th.Comp.	0.00 to 1	1.00 to 1
Vol.Chr.Music	1.00 to 1	0.20 to 1
AVERAGES	9.67 to 1	8.46 to 1

The findings related to the professor and associate professor ranks at West Chester should be interpreted with care. The number of female faculty at the professor rank (*Table 1*) increased from 24 positions in 1988-89 (16.90%) to 29 positions in 1989-90 (18.83%). This increase resulted in part from the settlement of a 1984 gender discrimination complaint (see Appendix A) filed with the Pennsylvania Human Relations Commission by four female associate professors (*Keefe, Petkofsky, Chern & Crawford v. West Chester University and the Association of Pennsylvania State College and University Faculties*, 1984). One of the claimants was promoted to professor in 1985-86 and the three remaining claimants were promoted to professor in 1989-90. This significant increase in the number of female professors in 1989-90 also influenced in part the decrease in the number of female associate professors for the same year (*Table 1*). The number of female associate professors decreased from 44 (25.29%) in 1988-89 to 37 (22.98%) in 1989-90. The percentage of female full-time total faculty at professor rank (*Table 2*) was affected in part also by the University's 1989 settlement with the four female claimants; the percentage increased from 15.89% in 1988-89 to 23.02% in 1989-90. The percentage of female total faculty at the professor rank (23.02%) in 1989-90, however, continues to be significantly lower than the percentage of male total faculty at the professor level (36.87%).

There are a number of possible reasons for this finding; however, evidence was found to support two possible explanations in this study:

1) female faculty have been hired at West Chester at the lower ranks (*Table 1, Figure 4*) and/or
2) University promotion policies and procedures may discriminate against female faculty (*Keefe, Petkofsky, Chern, & Crawford v. West Chester University and the Association of Pennsylvania State College and University Faculties*, 1984).

The number of female undergraduate student FTE enrollment has steadily increased at West Chester (*Table 3, Figure 8*), a pattern found nationally and in the State System (Keetz, 1991). When this phenomenon occurs concurrently with a low number and rank of full-time faculty, there exists a disproportionately smaller number of same-sex role models for female students than for male students. The ratio of female undergraduate student FTE enrollment to female total faculty (31.19 to 1) was 4.31 times as large as the ratio of male undergraduate student FTE enrollment to male total faculty (7.23 to 1) in 1974-75 (*Table 4*). Comparable figures for 1989-90 show that the ratio of female undergraduate student FTE enrollment to female total faculty (41.31 to 1) was 3.91 times as large as the ratio of male undergraduate student FTE enrollment to male faculty (10.56 to 1). The University's *Strategic Plans for 1986-91* (1986, p. 134) and *1990-1995* (1990, p. 77) discuss the disparity among departments of the enrolled student to professional staff and of FTE student to FTE faculty respectively. It appears that the ratios of student enrollment or FTE student to full-time total faculty or FTE faculty by enrollment status, department, and sex were simply not considered by the University in its planning.

Departmental as well as divisional differences were evident in this study when undergraduate student majors to faculty by sex ratios were determined. Ratios were calculated for only 30 of the 35 academic departments because five departments (Accounting, Government and Politics, Marketing, Philosophy, and Physics) did not have female faculty (*Table 5*). When departmental comparisons were made, 26 of the 30 departments had ratios of female undergraduate majors to female faculty which were higher than the ratios of male undergraduate majors to male faculty (*Table 8*). Three departments had ratios of male undergraduate majors to male faculty that were higher than the ratios of female undergraduate majors to female faculty: Management (+1.13), Music Education (+1.00), and Music Theory and Composition (+1.00).

When divisional comparisons were made, the ratios of female undergraduate majors to female faculty were significantly higher than the ratios for male undergraduate majors to male faculty for the eight departments which comprise the Arts and the five departments which make-up the Sciences in the College of Arts and Sciences and each of the four professional schools (*Table 8*). Further department-by-department examination of the 1989-90 West Chester faculty gender data (*Table 5*) revealed that 21 of the 35 academic departments (60.00%) were comprised of less than 35 percent female full-time faculty, the target goal set by the *Strategic Plan 1990-1995* (1990) for 1995. This finding as well as the high number of female undergraduate majors resulted in the generally higher ratios of undergraduate majors to faculty for women than for men.

Data were not readily available to compute ratios for graduate student FTE enrollment and graduate course instructors by gender. However, the high number of female graduate student FTE enrollment compared to male graduate student FTE enrollment (*Table 3, Figure 7*) and female graduate majors compared to male graduate majors (*Table 5*) and the small number of female faculty suggest that female graduate students have a disproportionately smaller number of same-sex role models than male graduate students.

The steadily increasing number of female students and the continued low number and rank of full-time female faculty at West Chester result not only in fewer same-sex role models for female students but also contribute to a campus climate which has been characterized in studies by the American Council on Education's Project on the Status and Education of Women (e.g., Hall & Sandler, 1982; Sandler & Hall, 1986) and other researchers (e.g., Toth, 1988; Thorne, 1989) as a "chilly" one for female students and female faculty. The findings of Tidball's research (1989) about women's colleges, for example, suggest that the professional development and career aspirations of female students and female faculty may be adversely affected by the absence of or limited number of same-sex role models. Tidball further concluded: "*Clearly, there cannot be an appropriate environment for female students in the absence of an appropriate environment for women faculty, administrators, trustees, guests, and alumnae*" (p. 169).

Related to the increased presence of female students in higher education, the "new majority," is the increased awareness of their needs. A growing body of research supports the notion that women and men experience and react to the world differently (e.g., Gilligan, 1982; Harris, Silverstein & Andrews, 1989). Thus, concerns about such matters as the inclusion of women in the curriculum, the teaching/learning process, the relationship of faculty to students, a gender-balanced faculty and work-place, and the campus environment become important for all students, women and men alike, if they are to live and work in a pluralistic society.

Why has this disparity between female and male faculty persisted for 16 years? Did hiring policies and practices contribute to the continued gender imbalance of the faculty? Were West Chester's promotion policies and procedures related to the disproportionate number of women at the lower professorial ranks? Were the ratios of students to faculty by sex considered when educational programs and policies were planned and acted upon? The paucity of data and information about this 16-year time period prevents the author from relating these and other internal policies and procedures at the University to the continued imbalance of female to male faculty. However, we can examine with some certainty factors relating to the availability of a pool of female candidates with doctorates and the commitment of the University to improving the number and rank of female faculty.

Part of the explanation may be related to the disproportionate number of men who were hired at West Chester in the 1960s, even in fields which historically had a sizable pool of female doctorates (Biology, Education, English, Foreign Languages, and Psychology). It was legal in that era to advertise for male applicants. It was unusual for the administration at that time to appoint or assign female faculty to leadership roles. For example, none of the 10 department chairs (0.00%) were women in 1965-66 (*West Chester State College Bulletin*, 1966). The only female administrators in the same time period were the Registrar and the Dean of Women (*West Chester State College Bulletin*, 1966). This noticeable lack of women in academic leadership positions may have contributed to the continued pattern of male self-perpetuation throughout the 1960s. Whatever the reason, West Chester hired a preponderance of male faculty in the 1960s. During the 1970s, the job market for faculty dried up but in the 1980s and continuing into the 1990s more vacancies have occurred in higher education as the faculty hired in the 1960s have retired. A substantial increase in female doctorates has occurred concurrently during this time period.

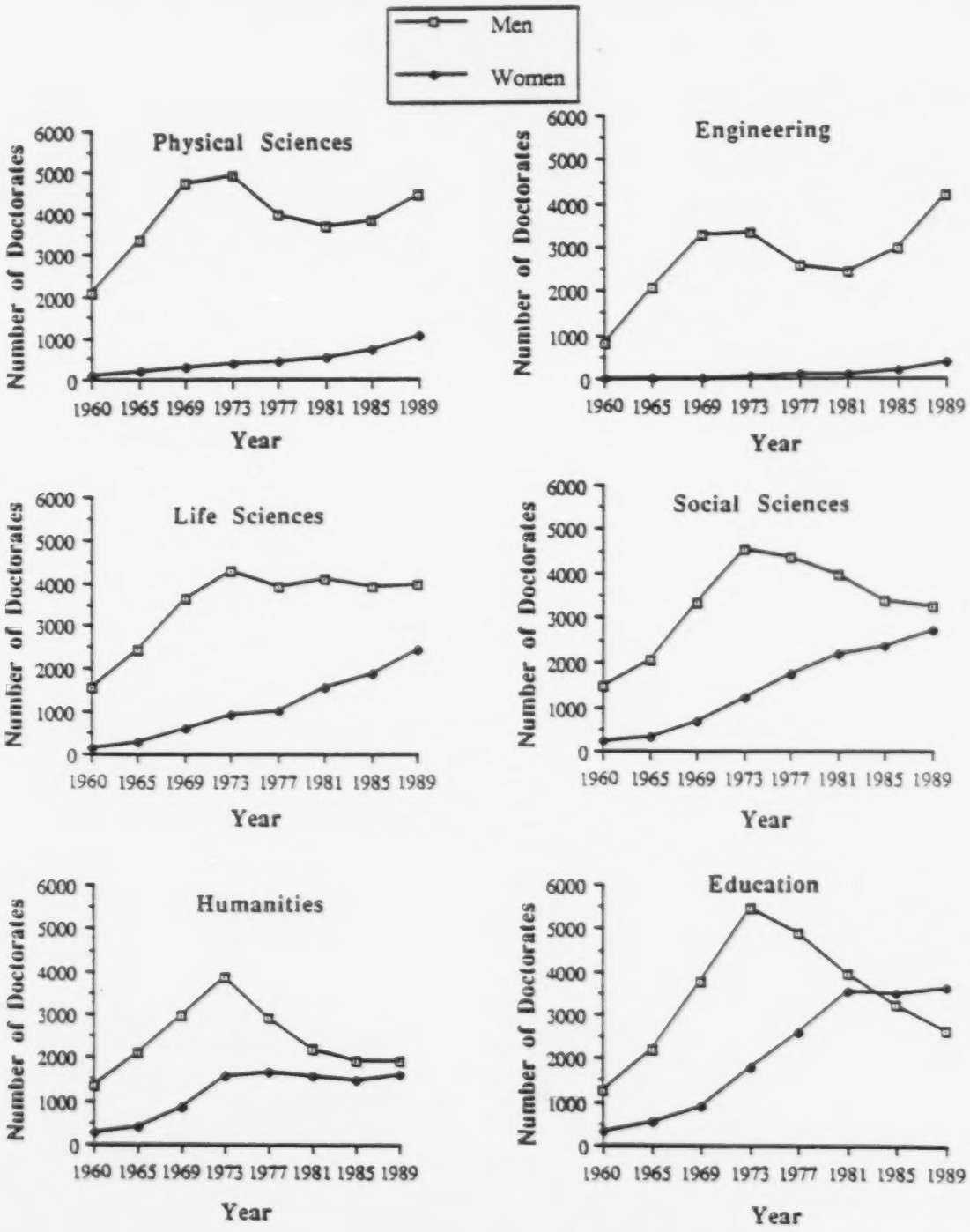
TABLE 9 - GENDER OF DOCTORATE RECIPIENTS BY BROAD FIELD, 1973 AND 1979-1989
UNITED STATES UNIVERSITIES

Gender	1973*	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Total All Fields	33,755	31,239	31,020	31,357	31,111	31,282	31,337	31,297	31,895	32,356	33,480	34,319
Men	27,670	22,302	21,613	21,465	21,018	20,749	20,638	20,552	20,591	20,931	21,668	21,809
Women	6,085	8,937	9,407	9,892	10,093	10,533	10,699	10,745	11,304	11,425	11,812	12,510
Physical Sciences†	5,311	4,299	4,111	4,170	4,291	4,426	4,452	4,531	4,807	5,030	5,310	5,460
Men	4,929	3,803	3,609	3,667	3,715	3,809	3,795	3,817	4,033	4,200	4,431	4,434
Women	382	496	502	503	576	617	657	714	774	830	879	1,026
Engineering	3,364	2,490	2,479	2,528	2,646	2,781	2,913	3,166	3,376	3,711	4,189	4,536
Men	3,318	2,428	2,389	2,429	2,522	2,657	2,762	2,968	3,151	3,469	3,903	4,163
Women	46	62	90	99	124	124	151	198	225	242	286	373
Life Sciences	5,167	5,223	5,461	5,611	5,709	5,553	5,757	5,779	5,733	5,748	6,154	6,343
Men	4,245	3,952	4,047	4,076	4,073	3,832	3,964	3,909	3,785	3,719	3,884	3,917
Women	922	1,271	1,414	1,535	1,636	1,721	1,793	1,870	1,948	2,029	2,270	2,426
Social Sciences	5,758	5,961	5,856	6,142	5,837	6,096	5,930	5,765	5,892	5,789	5,773	5,955
Men	4,547	3,969	3,811	3,945	3,679	3,690	3,504	3,388	3,381	3,297	3,175	3,263
Women	1,211	1,992	2,045	2,197	2,158	2,406	2,426	2,377	2,511	2,492	2,598	2,692
Humanities	5,414	4,141	3,871	3,751	3,561	3,500	3,536	3,429	3,460	3,500	3,555	3,558
Men	3,864	2,549	2,339	2,203	2,051	1,969	1,947	1,940	1,896	1,929	1,980	1,940
Women	1,550	1,592	1,532	1,548	1,510	1,531	1,589	1,489	1,564	1,571	1,575	1,618
Education	7,238	7,385	7,586	7,497	7,251	7,174	6,808	6,733	6,645	6,449	6,357	6,265
Men	5,455	4,277	4,203	3,957	3,712	3,555	3,337	3,242	3,034	2,896	2,845	2,660
Women	1,783	3,108	3,383	3,540	3,539	3,619	3,471	3,491	3,611	3,553	3,512	3,605
Professional/Other	1,503	1,740	1,656	1,658	1,816	1,752	1,941	1,894	1,982	2,129	2,142	2,202
Men	1,312	1,324	1,215	1,188	1,266	1,237	1,329	1,288	1,311	1,421	1,450	1,432
Women	191	416	441	470	550	515	612	606	671	708	692	770

*Prior to 1989, 1973 was the peak year for doctorates earned in the United States.
†Includes mathematics and computer sciences.

From *Summary Report, 1989: Doctorate Recipients from United States Universities* (p. 6) by D. H. Thurgood and J. M. Weinman, 1990, Washington, DC: National Academy Press.

FIGURE 11 - DOCTORATE RECIPIENTS, BY GENDER AND BROAD FIELD, 1960-1989
UNITED STATES UNIVERSITIES



From *Summary Report, 1989: Doctorate Recipients from United States Universities* (p. 7) by D. H. Thurgood and J. M. Weinman, 1990, Washington, DC: National Academy Press.

With the advent of the second women's movement in the United States in the 1960s, an increasing number of women have completed doctoral studies in the traditionally female fields as well as in the traditionally male fields of study (*Table 9, Figure 11*); however, disparities have persisted between the sexes within broad areas. Thurgood & Weinman (1990) found the following trend when they prepared the summary of 1989 doctorate recipients:

> *...The data indicate that, despite numerical gains, women are still underrepresented in physical sciences and engineering (81 percent male versus 19 percent female in physical sciences and 92 percent male versus 8 percent female in engineering). In life sciences, women earned 38 percent of all doctorates in 1989, although they outnumbered men in the subfield of health sciences, where they constituted 65 percent of Ph.D.s. This proportion was largely the result of the number of women earning Ph.D.s in nursing, a traditionally female-dominated area; 48 percent of health science Ph.D.s awarded to women were in nursing.*
>
> *In both social sciences and humanities, on the other hand, the gap between the numbers of men and women receiving doctorates narrowed considerably. While in 1960 women received only 13 percent of all social science doctorates, 45 percent of 5,955 such doctorates in 1989 were awarded to women. This trend toward equality, however, masks differences among some social science fields: in 1989, women dominated in psychology (56 percent); but in economics and political science/international relations, men led with 81 percent and 74 percent respectively, and in other social sciences, men held a 63 percent share. In 1989, 46 percent of humanities Ph.D.s were awarded to women, compared to 16 percent in 1960. Women were numerous in English (58 percent) and foreign languages and literature (61 percent), while men predominated in history (66 percent) and other humanities (60 percent).*
>
> *Education was the only broad field in 1989 where women--earning 58 percent of the doctorates--were more numerous than men. This continued a trend begun in the early 1970s: the number of male education doctorates dropped from 5,455 in 1973 to less than 2,660 in 1989, and the number of women rose from 1,783 to just over 3,605. In 1989 as in the two previous years, however, the number of degrees earned in this field decreases for both men and women. (p. 8)*

Thurgood & Weinman (1990) found as well:

> *Women also increased their presence in professional/other fields: in 1973 women represented 13 percent of the recipients; in 1989 they received 35 percent of the doctorates. Most of this growth in the number of professional degrees awarded to women has been in business and management, although the numbers in communications and social work have also risen significantly. (p. 5)*

Thus, there have been significant increases in the number of female doctorates since 1973, and their percentages have exceeded the percentages of male doctorates in Education and are approaching the percentages of male doctorates in all broad fields except Physical Sciences and Engineering. However, this fact is not reflected in the proportion of total female faculty or in the faculty complement of the majority of departments at West Chester.

Evidence also indicated that the University's commitment to increase the number of female hires was limited. The strategic plan for the Universtiy 1986-1991 suggested a goal of 40 percent female faculty by 1990 (1986, p. 166). Not only was this 40 percent goal not realized, but the current strategic plan for 1990-1995 (1990, p.89) established a goal of 35 percent female faculty by the fall of 1995. The strategic plan also established a goal of 15 percent minority faculty for the same time period. The plan, however, failed to delineate how female faculty and minority female faculty will be counted. Female faculty or minority female faculty may be counted twice if a female hire is also a minority or vice versa. No explanation was provided for the failure to reach the 40 percent goal in 1990 or the reduction of the goal to 35 percent for 1995.

Nor was the issue of hiring female faculty in specific departments addressed. Most faculty, both women and men, could not document any University commitment to increasing the number and rank of

female faculty in the 1980s; yet, the fundamental hiring decision lies ***with the faculty*** (Collective Bargaining Agreements between APSCUF and State System of Higher Education, 1971 to the present). As a result, union pressure to empower departments and limit administrators may be a contributing factor to the low number and disproportionate distribution of female faculty within divisions and professorial ranks. It is possible that administrators could influence hiring decisions, but in practice, the recommendations of the departments are usually accepted. Furthermore, administrators, the majority of whom were men in 1989-90 (four of the five academic deans and the Provost/Vice President for Academic Affairs were men), as they have been since 1974-75 (see *West Chester State College/University Bulletins/Catalogs*, 1974 to the present), may not be giving priority to the increased hiring of female faculty.

West Chester's inactivity in the area of affirmative action for women may also be related to the State System's failure to formally recognize women in its affirmative action plans until the Board of Governors approved the "*Affirmative Action and Equal Opportunity Plan: A Prospectus (Prospectus)*" on April 19, 1988. The *Prospectus* specifically included women among the groups for which each university was to develop an affirmative action Plan, The 14 plans were then to comprise the State System's five-year Affirmative Action Plan from 1988-89 through 1992-93. No historical data or other explanation was given for the addition of women to the other equity groups mentioned in the *Prospectus* or in West Chester's "*Interim Affirmative Action Plan 1988-89:* (1988) and "*Affirmative Action Plan 1989-90 through 1992-93*" (1989). Unfortunately, West Chester's affirmative action plans are unknown to most faculty. Recent conversations with West Chester faculty, women and men, suggest that faculty have been afforded little opportunity for imput and, once the plans were adopted, few faculty were or are aware of their contents. Therefore, even the recent inclusion of women as an equity group cannot be evaluated since the plans and the efforts, if there were any, to interpret the plans to departments which select the prospective faculty members are unknown.

VI. A CALL FOR ACTION

1. Now is the time for West Chester to not only demonstrate its commitment to a gender-balanced faculty which is equitably distributed within ranks at the University but also to address the root causes which have resulted in the lower numbers and ranks of female faculty for the past 16 years. An addendum to the University's Affirmative Action Plan 1989-90 through 1992-93 (1989) can be prepared. It should develop a plan to find out *why* female faculty continue to be a distinct minority concentrated in the lower professorial ranks. Once the reasons are determined, the University can act with certainty to ameliorate the situation.
2. West Chester's affirmative action plan should utilize the survey of earned doctorates (Thurgood & Weinman, 1990) which is conducted annually for the National Science Foundation, U.S. Department of Education, National Institutes of Health, National Endowment for the Humanities, and U.S. Department of Agriculture. The "eight-factor work-force analysis," which is recommended by the Chancellor's Office (*Prospectus*, 1988), is inadequate because it fails to identify the availability of female doctorates in specific areas. The most recent report, *Summary Report, 1989: Doctorate Recipients from United States Universities* (Thurgood & Weinman, 1990), clearly documents the increasing number of female doctorate recipients as well as the gender differences which may exist in broad fields and subfields.
3. The University should develop a priority plan initially to hire female/male faculty in those departments which have fewer than 35 percent female/male faculty (*Strategic Plan 1990-95, 1990*, p. 89) and/or ratios of undergraduate female/male majors to female/male faculty which exceed a 15 to 1 ratio. Targeted searches, a strategy which has been used successfully at West Chester and other universities to hire minorities, should be an integral component of the plan. The plan should then be incorporated into the University's current strategic plan and affirmative action plan cycles. The subsequent plan can increase the female/male faculty percentages and decrease the ratios so they are comparable for both sexes by the year 2000.
4. The University should develop innovative ways to reward departments which achieve gender-balanced complements which are equitably distributed within ranks.
5. The University should strengthen its efforts to develop a consensus within the academic community about the rapidly increasing knowledge about gender differences and the importance of same-sex and cross-sex mentors and role models for female and male students and faculty alike. Faculty and administrators, for example, could participate in programs which develop their awareness of equity issues and identify and destroy stereotypical assumptions about women and men. These programs should also examine the politics of advancement of female faculty.
6. The University should also review the assignments that are essential to professional development and advancement to ensure that female faculty are equitably represented. These assignments include, for example, departmental, College/School, University, State System committees; Professional Development Grants; acting/permanent administrative positions; attendance or participation in State System seminars or programs.
7. A second addendum to the current strategic planning document (1990) can now be prepared as well to address the needs of female students and faculty at the University. This plan could then become part of the University's goals for the next four years and should be "periodically reviewed and measures of institutional performance systematically gathered" (*Strategic Plan 1990-1995, 1990*, p. 121) so that its recommendations are realized.
8. Consideration should be given to coordinating the time periods for the strategic and affirmative action plans so they are the same. It would be easier for the appropriate and interested offices and individuals to monitor both plans which are University policies.

9. The administrative responsibilities for improving the status of female faculty is not clear after reading the *Strategic Plan 1990-1995* (1990) and the *Affirmative Action Plan 1989-90 through 1992-93* (1989). Who is responsible for what? What is the job description for those individual(s) and office(s) which have this responsibility? Who is monitoring these individual(s) and office(s)? These and other related questions were not answered in either document.
10. The University should increase efforts to hire women at the professor and associate professor ranks. Unless this effort is made, female faculty will continue to be disproportionately distributed in the lower professorial ranks well into the 21st century.
11. The University should contact the California and New Jersey State Systems to find out how they have achieved a higher percentage of female total faculty at professor rank in their respective Systems than West Chester has. This information would help West Chester to determine what it could do to be as successful in hiring and furthering the professional advancement of female faculty.
12. Efforts to improve the status of female faculty should be communicated widely so that the entire faculty is aware and knowledgeable about what has been done, what is being done, and what needs to be done to ensure a gender-balanced faculty in all divisions, departments, and professorial ranks. An informed faculty is a preprequisite for gender equity to become a reality at West Chester.
13. Studies such as this one should be conducted every five years to ensure that "progress" is really being made in the hiring and promotion of female faculty.

In the author's view, many of the changes in the campus environment and in the status of female faculty at West Chester since the early 1970s have come about because female faculty have pressed for them collectively through the establishment and actions of such groups as the Women's Center, Women's Studies Program, Day Care Center, Institute for Women, Women's Consortium at West Chester, and, most recently, the Commission on the Status of Women. The commitment, energy, resources, and experience which these groups offer could provide direction to address the issues raised in this report.

It has been said that reality only has value when it is transformed. This study should stimulate a new awareness about gender inequality at West Chester and help to set the agenda for the University's increased hiring and professional advancement of female faculty. Quality education at West Chester University of Pennsylvania demands nothing less.

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Keefe C., Petkofsky, R.B., Chern, N. E., & Crawford, M., *Claimants* **V.** West Chester University of Pennsylvania and the Association of Pennsylvania State College and University Faculties, *Defendants.*

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APPENDIX A

Summary of Sex Discrimination Complaint

Keefe C., Petkofsky, R.B., Chern, N. E., & Crawford, M., *Claimants*

V. West Chester University of Pennsylvania and the Association of Pennsylvania State College and University Faculties, *Defendants*.

Docket Nos. E-30929 through E-30936.
Philadelphia: PHRC, 1984.

On September 25, 1984, four West Chester University faculty women who had been denied promotion to full professor, although they had received outstanding recommendations from their departments, filed a sex discrimination complaint with the Pennsylvania Human Relations Commission (PHRC) against the University and Association of Pennsylvania State College and University Faculties (APSCUF). The women were Nona E. Chern, Mary Crawford, Carolyn Keefe, and Ruth B. Petkofsky. A fifth unsuccessful female applicant declined to enter into this action.

The situation took five years to resolve. On August 14, 1985, the PHRC served a subpoena for the Tenure, Promotion, Sabbatical and Educational Leave Committee's (TePSEL) complete files relevant to the full professor applicant pool of 11 males and 5 females. (Five males had been recommended and promoted.) The defendants refused to comply, arguing that confidentiality would be breeched. They did agree, however, to submit abstracts of the material. Later in reviewing their own abstracts, the claimants found inaccurate information and significant omissions of important accomplishments. Therefore, the PHRC served a second subpoena on May 23, 1986, which was followed on July 17, 1986 by an APSCUF objection to the subpoena and on July 18, 1986 by an Administration Motion to Quash the subpoena. The Motion to Quash was denied on December 4, 1986; the objection was overruled by the State Court and compliance with the subpoena was ordered. Well into 1989, APSCUF continued to use its legal options to block PHRC examination of the promotion materials by setting conditions to read the material that were difficult for the PHRC.

Early in the fall of 1989, before the Commission could fully examine the materials that finally had been made available, the claimants entered into direct negotiation with the Administration. Inasmuch as the promotion reapplication process in 1985-86 had gained a full professorship for Mary Crawford, she negotiated separate terms for herself. The other three women were appointed full professors as of September 1989.

Carolyn Keefe
July 15, 1991